

**M. Kenneth Cor**  
**Ph.D., M.Ed., B.Ed., B.Sc.Eng.**  
**10835-135 ST NW, Edmonton, AB, T5M 1B3**  
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**m.k.cor@ualberta.ca**

**EDUCATION**

*Stanford University School of Education* **2012**

**Doctor of Philosophy in Psychological Studies in Education**

Dissertation: An Experimental Test of the Effect of Norm-Referenced and Criterion-Referenced Feedback on Just World Beliefs, Motivation, and Performance: Does Social Disadvantage Matter?

*University of Alberta* **2008**

**M.Ed. with Specialization in Measurement, Evaluation, and Cognition**

Master's Thesis: Clarifying the Relationship Between Autonomy Support, Motivation, Performance and Related Educational Outcomes: A Meta-Analysis

*University of Alberta*

**B.Ed. Secondary Education with Distinction** **2006**

Major: Math; Minor: Physics

*University of Alberta*

**B.Sc. Chemical Engineering Co-op** **2003**

**AWARDS**

**SSHRC Partnership Grant, Government of Canada** **2019**

**SSHRC Partnership Development Grant, Government of Canada** **2018**

**University of Alberta TLEF Co-Investigator** **2015**

**University of Alberta TLEF Co-Investigator** **2013**

**Stanford School of Education Tuition Fellowship** **2008**

**SSHRC Doctoral Fellowship, Government of Canada** **2008**

**Joseph-Armand Bombardier CGS Doctoral Scholarship, Government of Canada**  
**(Declined)** **2008**

**Provost Doctoral Entrance Award, University of Alberta (Declined)** **2008**

**Honorary Izaak Walton Killam Memorial Scholarship, Killam Trust (Declined)** **2008**

**Mary Louise Imrie Graduate Student Award, University of Alberta** **2008**

**SSHRC Master's Scholarship**, Government of Canada **2007**

**Walter H Johns Graduate Fellowship**, University of Alberta **2007**

## CONTRIBUTIONS

### *Peer Reviewed Scholarly Articles*

Ward, A., Hall, J., Mutch, J., Cheung, L., **Cor, M. K.**, & Charrois, T. L. (2019). What makes pharmacists successful? An investigation of personal characteristics. *Journal of the American Pharmacists Association: JAPhA*, 59(1), 23.

Novovic, J., Charrois, T. L., **Cor, M. K.**, & Hall, J. J. (2018). Admissions processes in North American pharmacy schools: To what extent are characteristics of practice success measured?. *Currents in Pharmacy Teaching and Learning*, 10(12), 1550-1564.

Faruquee, C. F., Guirguis, L. M., Hughes, C. A., Makowsky, M. J., Sadowski, C. A., Schindel, T. J., **Cor, M.K.**, & Yuksel, N. (2018). Characterizing pharmacist prescribers in Alberta using cluster analysis. *Journal Of Pharmaceutical Health Services Research*. 10, 5-12.

**Cor, M. K.**, & Brocks, D. R. (2018). Examining the relationship between prerequisite grades and types of academic performance in pharmacy school. *Currents in Pharmacy Teaching and Learning*.

Bharadia, R., Lorenz, K., **Cor, K.**, & Simpson, S. H. (2018). Financial remuneration is positively correlated with the number of clinical activities: an example from diabetes management in Alberta community pharmacies. *International Journal of Pharmacy Practice*, 26(1), 77-80.

**Cor, M. K.** (2017). Measuring social science concepts in pharmacy education research: From definition to item analysis of self-report instruments. *Currents in Pharmacy Teaching and Learning*.

Hall, J. J., Katz, S. J., & **Cor, M. K.** (2017). Patient Satisfaction with Pharmacist-Led Collaborative Follow-Up Care in an Ambulatory Rheumatology Clinic. *Musculoskeletal care*, 15(3), 186-195.

Makowsky, M. J., **Cor, K.**, & Wong, T. (2017). Exploring Electronic Medical Record and Self-Administered Medication Risk Screening Tools in a Primary Care Clinic. *Journal of Managed Care & Specialty Pharmacy*, 23(5), 566-572.

Lo, A., Lorenz, K., **Cor, K.**, & Simpson, S. H. (2016). Factors affecting number of diabetes management activities provided by pharmacists. *Canadian journal of diabetes*, 40(6), 535-542.

- Cor, M. K.** (2016). Trust me, it is valid: Research validity in pharmacy education research. *Currents in Pharmacy Teaching and Learning*, 8(3), 391-400.
- Cor, M. K., & Sood, G.** (2016). Guessing and Forgetting: A Latent Class Model for Measuring Learning. *Political Analysis*, 24(2), 226-242.
- Babadagli, H. E., **Cor, M. K., & Sadowski, C. A.,** (2016). Content Related to Older Adults in Canadian Innovator–Drug Product Monographs: An Exploratory Analysis. *Pharmaceutical Medicine*, 1-7.
- Cor, M. K., & Peeters, M. J.** (2015). Using generalizability theory for reliable learning assessments in pharmacy education. *Currents in Pharmacy Teaching and Learning*, 7, 332-341.
- Peeters, M. J., Kelly, C.P., & **Cor, M.K.** (2015). Summative Evaluations When Using an Objective Structured Teaching Exercise. *American journal of pharmaceutical education*, 79(4).
- Sadowski, C.A., **Cor, M.K.,** Cave, A., & Banh, H.L. (2015). Administration Technique and Acceptance of Inhaler Devices in Patients with Asthma or COPD. *Annals of Pharmacotherapy*, 49(6), 639-648.
- Banh, H.L., **Cor, M.K.,** (2014). Evaluation of an Injection Training and Certification Program for Pharmacy Students. *American Journal of Pharmaceutical Education*, 78(4).
- Cor, M.K.,** Haertel, E., Krosnick, J.A., & Malhotra, N. (2012). Improving ability measurement in surveys by following the principles of IRT: The Wordsum vocabulary test in the General Social Survey. *Social Science Research*, 41(5), 1003-1016.
- Leighton, J.P., Gokiert, R.J., **Cor, M.K., & Heffernan, C.** (2010). Teacher views about the cognitive diagnostic merits of classroom- versus large-scale assessments: Implications for assessment literacy. *Assessment in Education: Principles, Policy & Practice*, 17, 7-21.
- Cor, K.,** Alves, C., & Gierl, M.J. (2009). Three Applications of Automated Test Assembly within a User-Friendly Modeling Environment. *Practical Assessment, Research and Evaluation*, 14(14), 1-23.
- Leighton, J., Cui, Y., & **Cor, M.K.** (2009). Testing Expert-Based And Student-Based Cognitive Models: An Application of the Attribute Hierarchy Method And Hierarchical Consistency Index. *Applied Measurement in Education*, 22(3), 229-254.
- Cor, K.,** Alves, C., & Gierl, M. J. (2008). Computer Software Review: Conducting Automated Test Assembly Using the Premium Solver Platform Version 7.0 With Microsoft Excel and the Large-Scale LP/QP Solver Engine Add-In. *Applied Psychological Measurement*, 32(8), 652-663.

***Selected Peer Reviewed Scholarly Presentations***

- Cor, M. K.**, Sadowski, C. A., Zatto, B. (2018). Evaluating a method to create course syllabi and map curriculum: Functionality, usability and promotion of course design principles. *University of Alberta Festival of Teaching*. May, 4. Edmonton, AB.
- Sanghera, R., Makhinova, T., **Cor, M.K.** (2017). Near-Peer Mentor Activity: Change in First-Year Students' Perceptions of Professionalism. *Presented at the AFPC Annual Conference and Meeting*. June, 5-6. Quebec City, QU.
- Cor, M.K.**, Sadowski, C., and Leclerc, G. *Computer Based Testing: Implementation, Experiences, and Implications for Assessment*. Special session presented at the Annual American Association of Colleges of Pharmacy July 15, 2015. Washington DC, USA.
- Cor, M.K.**, Sadowski, C., and Leclerc, G. *Mapping Pharmacy Education Curriculum: Multiple Approaches, Multiple Outcomes*. Special session presented at the Annual American Association of Colleges of Pharmacy July 13, 2015. Washington DC, USA.
- Sadowski, C., and **Cor, M.K.** (2015). *Curriculum content mapping pilot within the Faculty of Pharmacy & Pharmaceutical Sciences: One Size does not fit all*. Presented at the Dr. Olive Yonge Teaching and Learning Scholarship Day March 20, 2015. Edmonton, AB, Canada.
- Peeters, M.J., and **Cor, M.K.**, (2015). *OSCEs, MMIs & performance assessments: building reliable assessments*. Special session presented at the Annual American Association of Colleges of Pharmacy July 26, 2014. Dallas, TX, USA.
- Kresta, S., Nychka, J., and **Cor, K.** *Building Robust Midterms*. Special Session at Canadian Engineering Education Association Annual Meeting. June 9 – 11, 2014. Canmore, AB.
- Hall, K., Nyguen, V., Cox, C., Zakus, D., Kozyrskyj, A., and **Cor, K.** *Evaluating the outcomes of an interdisciplinary, intercultural undergraduate course on global health*. Oral presentation at the Biennial Ottawa Conference/Canadian Conference on Medical Education. April 25 – 29, 2014. Ottawa, ON.
- Yuksel, N., Sadowski, C., & **Cor, K.** (2013). *Knowledge, Attitudes and Beliefs Regarding Calcium and Vitamin D in a Sample of Middle-Aged Women*. Poster presented at the Women & Children's health Research Institute Research Day, November 6, 2013.
- Cor, M.K.**, Gukert, A.M., Thompson, A.E., & Walter, S.L. (2013). *The Process of Developing New Student Performance Assessments for Experiential Education Courses*. Poster presented at the Association of Faculties of Pharmacies of Canada Annual Meeting. Niagara on the Lake, ON. June 11-13.
- Cor, M.K.**, & Foisy, M., (2013). *Evaluating and Revising PharmD Admissions Tools Based on Sound Measurement Practice*. Poster presented at the American Association of Colleges of Pharmacy Annual Meeting. Chicago, IL. July 14.

- Wei, R.C., Cor, K., Arshan, N., & Pecheone, R., (2012). *Can Performance-Based Assessments be Reliable and Valid? Findings from a State Pilot*. Paper presented at the 2012 AERA annual meeting in Vancouver, Canada.
- Cor, K. (2011). *Investigating the Reliability of Classroom Observation Protocols - The Case of PLATO*. Paper presented at the 2011 AERA annual meeting in New Orleans.
- Biancarosa, G., Bryk, A., Cor, K., & Haertel, E. H. (2010). *Piloting a Performance-based Assessment of Literacy Coaching*. Paper presented at the 2010 AERA annual meeting in San Diego.
- Cor, K., Alves, C., & Gierl, M. J. (2009). *Three Applications of Automated Test Assembly within a User-Friendly Modeling Environment*. Paper presented at the 2009 NCME annual meeting in San Diego.
- Cor, K., Leighton, J., & Klassen, R. (2008). *Can Classroom Assessment Motivate Learning? A Review of How Motivation Theory Informs Best Practice in Classroom Assessment*. Paper presented at the 2008 AERA annual meeting in New York.
- Leighton, J., Heffernan, C., Cor, K., Gokiert, R., Cui, Y. (2008). *An Experimental Test of Student Verbal Reports and Expert Teacher Evaluations for Revising Achievement Items*. Paper presented at the 2008 AERA annual meeting in New York.
- Cor, K., Leighton, J., Heffernan, C., Gokiert, R., Stalwick, A., Okamoto, C. (2007). *Measuring Components of Assessment Literacy among Secondary Teachers*. Presented at the Canadian Society for the Study of Education Annual Conference May 28, 2007.

## SELECTED WORK EXPERIENCE

*University of Alberta Faculty of Pharmacy and Pharmaceutical Science*

**Assistant Dean, Accreditation and Assessment** **2012 -Present**

- Ongoing development and implementation of the comprehensive program evaluation of the undergraduate professional pharmacy program
- Scholarship in teaching and learning
- Learning objective writing support
- Instructional and assessment design and evaluation support
- Performance assessment design and evaluation
- Technology support
- Teaching strategy evaluation
- Curriculum mapping
- Curriculum evaluation at the course, term, yearly and program level
- Graduate student supervision
- Quantitative and qualitative research/evaluation design and implementation
- Teaching survey methods and instrument design

*University of Alberta Centre for Teaching and Learning*

**Associate Director, Assessment** **2014 - 2018**

- Course and assessment design support for Faculties and academic staff across campus

- Workshops/training sessions to enhance teaching and assessment skills of the University of Alberta academic staff. Topics supported:
  - course design
  - writing and classifying learning objectives
  - test blue printing
  - rubric writing and marking consistency
  - item analysis
- High level course design and evaluation support with an emphasis on integrating assessment and teaching for Faculty and new University of Alberta programs and certificates
- Leading and co-leading symposia and festival of teaching events.
- TLEF award, student award, and abstract adjudication
- Festival of Teaching co-chair

*Stanford Center for Assessment, Learning, and Equity*

**Measurement Consultant**

**2011 - present**

- Providing quantitative methods as well as assessment design support for embedded performance assessments of student learning for the purpose of evaluating teacher effectiveness
- Investigating alternatives for measuring growth including Student Growth Percentiles, Value-added Models, and Scaling techniques
- Conducting reliability and validity studies to determine the measurement properties of curriculum embedded tasks

*University of Alberta Department of Educational Psychology*

**Sessional Instructor of Graduate Research Methods**

**2010 - 2012**

- Teaching quantitative research methods to masters level graduate students including: defining variables, developing research questions and hypotheses, conducting literature reviews, validity and reliability, mediation and moderation, lurking variables, questionnaire design, writing research proposals, etc.

*Stanford Center to Support Excellence in Teaching*

**Measurement Consultant**

**2010 - 2013**

- assessment design support for the piloting of the Protocol for Language Arts Teacher Observation (PLATO) tool for evaluating teachers
- Rubric development and reliability analysis of the performance assessment tools
- Generalizability analyses to establish measurement properties rubrics.
- Latent trait measurement analysis to scale scores to adjust for specific measurement circumstance that gives rise to observations.

*Carnegie Foundation for the Advancement of Teaching*

**Research Assistant/Measurement Consultant**

**2008 - 2011**

- Quantitative as well as assessment design support for the development of a performance assessment of literacy coaching (PALC) including: defining the performance task, rubric development, standard setting, rater training, and reliability analysis of the performance assessment tool.
- Development of an automated data integration system.
- Design, and administration of Generalizability studies of performance assessment data.
- Generalizability analysis to establish measurement properties rubrics.

*University of Alberta Department of Educational Psychology*

**Research Assistant****2005-2008**

- Item evaluation and modification for national standardized achievement test items.
- Development and evaluation of test items in many educational domains.
- Statistical analysis of research findings; ANOVA & ANCOVA, Structural Equation Modeling, factor analysis, chi-squared, t-test, etc.
- Questionnaire and measurement index development and administration.
- Survey design and administration.
- Verbal protocol analysis.
- Development of cognitive models of knowledge and processing in multiple domains
- Research on test item ambiguity as well as Attribute Hierarchy models of cognitive assessment generation

**PROFESSIONAL ROLES, MEMBERSHIPS, AND ACCREDITATIONS**

Chair, Program Assessment Special Interest Group for the Association of Faculties of Pharmacy of Canada

Member, American Association of Colleges of Pharmacy

Past Editorial Board Member, Currents in Pharmacy Teaching and Learning

Stanford University Methods of Analysis Program in the Social Sciences (MAPSS) certificate in social science research methodology

Member of the National Council of Measurement in Education

Member of the American Educational Research Association Classroom Assessment SIG

Member of the American Educational Research Association Motivation Research SIG

Member of the American Educational Research Association Division D - Measurement and Research Methodology

**TEACHING EXPERIENCE**

*University of Alberta, Faculty of Pharmacy and Pharmaceutical Sciences*

- EDPY 501 Educational Research Methods for Health Science MSc Students (Current)
- PH 690 Survey Instrument Design (2015)
- PH 392 Survey Methods (2012 – present)
- PH 304 Drug Information I (2012 – present)
- EDPY 501 Educational Research Methods (2010-2012)
- EDPY 301 Classroom Assessment (2008)

*Stanford University, Graduate School of Education*

- EDU 251B Analysis of Variance (2009)

*Harry Ainlay and Wagner High School*

- High School Physics, Chemistry, Science, and Math